DOCUMENT RESUME

ED 041 160 08 VT 011 518

AUTHOR	Stroup, Katherine L.; Anderson, Floyd L.
TITLE	Nurses Aide and Hospital Orderly, Course Description.
INSTITUTION	Minneapolis Public Schools, Minn. Work Opportunity Center.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO	BR-5-0187
PUB DATE	69
GRANT	OEG-3-6-000383-0848
NOTE	35p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$1.85
DESCRIPTORS	Annotated Bibliographies, Case Studies, Course Descriptions, Course Objectives, *Curriculum Guides, *Disadvantaged Youth, *Dropout Rehabilitation, *Health Occupations Education, Motivation Techniques, *Nurses Aides, Out of School Youth, Teaching Techniques, Unemployed
IDENTIFIERS	*Elementary Secondary Education Act Title III, ESEA Title III

ABSTRACT

Prepared by an instructor and curriculum development specialist of the Minnesota Work Opportunity Center, this course is designed to train dropout and/or hard-core unemployed youth for occupations as aides or orderlies in hospitals and nursing homes. Each student enrolled in the program receives a personal orientation, and after demonstrating the necessary skills and self-confidence, they receive practical experience in a hospital under the instructor's supervision. A cooperative program with the University of Minnesota hospitals has been initiated whereby students receive theory and basic skills in the classroom and when they are ready to do patient care, they are employed on a part-time basis until completion of the course. Content is broken down into short instructional topics in orientation to nursing, basic nurse's aide procedures, and first aid. An annotated bibliography is included, and brief descriptions of the Center's instructional areas, a listing of teaching techniques and motivation devices, and case studies are appended. Related materials are available as VT 011 518-VT 011 533 in this issue. (SB)

3

2

ED041160

BR5-0187
PA 08
VT

COURSE DESCRIPTION

OCL

NURSES AIDE AND
HOSPITAL ORDERLY

VT011518

ED041160

THE MINNEAPOLIS
PUBLIC SCHOOLS

WORK OPPORTUNITY CENTER
107 Fourth Street Southeast
Minneapolis, Minnesota 55414

1969

NURSES AIDE AND HOSPITAL ORDERLY

REPORT PREPARED BY:

Katherine L. Stroup
Instructor

Floyd L. Anderson
Curriculum Development Specialist

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

MINNEAPOLIS PUBLIC SCHOOLS

Dr. John B. Davis, Jr.
Superintendent of Schools

Nathaniel Ober
Associate Superintendent
Secondary Education

Harry N. Vakos
Assistant Superintendent
Secondary Education

Donald D. Bevis
Assistant Superintendent
Special Federal Projects

Raymond V. Nord
Director of Vocational, Technical
and Industrial Education
Principal Investigator
Work Opportunity Center

Charles F. Nichols
Principal – Director
Work Opportunity Center

ACKNOWLEDGMENTS

Mrs. Jean M. Sontag for typing the description
Mr. Ervin W. Bly and students for printing
Mr. Patrick D. Murrill for the cover design
Michael P. Joseph, Ph. D., Research Director
Mr. Roy E. Almen, Research Assistant
And other members of the Center staff

The work presented herein was performed pursuant to
grants from the United States Office of Education,
Department of Health, Education, and Welfare.

INTRODUCTION

In May 1966 the Minneapolis Public Schools received a Federal Grant under section 4C (Research) of the Vocational Education Act of 1963. This grant was provided to finance an educational endeavor designed to meet the individual needs of the dropout and/or hard-core unemployed youth in the 16 through 21 year age group in terms of skill training, related information and supportive services.

Funds are also received from the Minnesota Department of Vocational Education, Title III of the National Elementary and Secondary Education Act, and the Minneapolis Public Schools. All certificated personnel at the Work Opportunity Center must be vocationally certified under the Minnesota State Plan for Vocational Education.

It was felt at the outset that if we were to deal effectively with students in school, it would be necessary to help them deal with their problems out of school. At the present time the WOC staff numbers fifty. Included are personnel in guidance, work coordination, social work, research, health, clerical, building maintenance, and administration.

Facilities are provided in the following areas: Business Education, Communications (related), Creative Art, Drafting (related), Dry Cleaning, Electricity and Electronics, Food Preparation and Service, Homemaking (clothing and interior decorating), Homemaking (personal improvement and focds), Machine Tool Operation, Marketing and Merchandising (retail sales), Mathematics (related), Nurses Aide and Hospital Orderly, Offset Printing, Reading (remedial and developmental), Service Station Attendant and Light Automotive Maintenance, Small Engine Maintenance and Repair, and Social Communications (related). Brief descriptions of these instructional areas appear in Appendix A of this report.

Because of a general and local need for workers in nearly all occupations, the selection of technical course offerings was based largely on kinds of occupations, i.e., those in which a worker has good opportunities for advancement if he has the ability and desire to do so.

Because this report is concerned with the curriculum of a particular instructional area, program descriptions of supportive services are not included. This information is available in the WOC Summary Report of Activity and Research for the period May, 1966 to June, 1968.

The basic differences between instruction at the WOC and in conventional schools are in the setting and the approach.

The setting is a non-school type building with an informal, relaxed atmosphere. Class size is small. No one is ever too busy to give a student some of his time when the student needs it. The unique feature of our "rules and regulations" is that they are either functional or non-existant. The Student Advisory Committee has a strong voice in determining the rule structure at WOC and its implementation. A basic requirement is that a student be enrolled in a technical area. Other than that, decisions are made by students, with all the help they need or will accept from teachers, counselors, social workers, work coordinators, clerical staff, and administration.

The approach focuses on the individual. His needs are paramount. Each student is accepted as he is. His level of achievement or performance is determined, not assumed. He is taken from where he is and is assisted as far as he will go in the shortest possible time. No instructor or student is burdened with a standardized curriculum or a fixed set of materials. Grades are not used. Content is broken down into small instructional units in order to provide continuing positive reinforcement

and to minimize frustration. Successes, however insignificant, are emphasized. Instructors are sincere in their efforts with students for two reasons: 1. Teacher selection was based largely upon the possession of this characteristic of sincereity and, 2. An instructor without a sincere approach would soon have an empty classroom, for the only "hold" he has on his students are the relationships he can establish with them. These positive relationships are not always easy to establish, in fact, are not established at all in some cases (we also have our dropouts).

A listing of techniques, materials, and motivational devices that have been selectively utilized by WOC staff appear in Appendix B of this report.

The results of this kind of an approach are satisfying when evaluated in terms of positive attitudinal changes over a period of time. An outstanding example is the fact that in a school population where approximately one-fourth of the students are on probation or parole, and nearly all have dropped out of the conventional school, there has not been one discipline problem in a classroom or training area.

Floyd L. Anderson
Curriculum Development Specialist

Table of Contents

NURSE'S AIDE AND HOSPITAL ORDERLY

	Page
Statement of Objectives	1
Attainment of Objectives	5
List of Instructional Topics	9
Annotated Bibliography	12
Appendix A	
Brief Descriptions of Work Opportunity Center Instructional Areas	A-1
Appendix B	
Techniques, Materials, and Motivational Devices	B-1
Appendix C	
Case Studies	C-1

STATEMENT OF OBJECTIVES

To develop in each student:

1. The knowledge and skills necessary for the use and care of hospital equipment and performance of basic nursing procedures.

2. An appreciation of the art and science of nursing and an understanding of the importance of ethical conduct.

3. An understanding of basic medical terminology.

4. A working knowledge of the basic principles of first aid.

5. The knowledge and understanding of rules, regulations and safe work practices.

6. An awareness of employment opportunities in the field of nursing.

OBJECTIVE 1

To develop in each student the knowledge and skills necessary for the use and care of hospital equipment and performance of basic nursing procedures.

A student achieving this objective will:

1. Identify, use, and care for hospital equipment.
2. Be familiar with prevention and treatment of various communicable diseases.
3. Understand and perform basic nursing procedures.

OBJECTIVE 2

To develop in each student an appreciation of the art and science of nursing and an understanding of the importance of ethical conduct.

A student achieving this objective will:

1. Have a knowledge of the organization of the nursing service.
2. Know, understand, and exhibit ethical conduct.
3. Develop pleasing personal characteristics.

OBJECTIVE 3

To develop in each student an understanding of basic medical terminology.

A student achieving this objective will:

1. Use and understand the vocabulary of this profession.
2. Be able to read and follow orders.
3. Properly record medical information.
4. Know how to plan daily work assignment.

OBJECTIVE 4

To develop in each student a working knowledge of the basic principles of first aid.

A student achieving this objective will:

1. Know what and what not to do in an emergency.
2. Recognize and know the treatment for various kinds of external wounds.
3. Recognize and know how to treat for shock.
4. Have a knowledge of the symptoms and antidotes for various poisons.
5. Classify and treat various degrees of burns.
6. Make proper use of various elastic bandages.

OBJECTIVE 5

To develop in each student a knowledge and understanding of the rules and regulations pertaining to this field.

A student achieveing this objective will:

1. Have a knowledge of state and local regulations concerning hospitals and nursing homes.
2. Know and practice good safety procedures.
3. Recognize and take proper action to remedy hazardous situations.

OBJECTIVE 6

To develop in each student an awareness of employment opportunities in the field of nursing.

A student achieving this objective will:

1. Develop and practice good work habits.
2. Develop positive attitudes toward work.
3. Be aware of job opportunities and requirements in this field.

ATTAINMENT OF OBJECTIVES

Each student enrolled in class receives a personal orientation covering the following points:

1. Personal information regarding the student, such as age, address, telephone number, school she last attended, highest grade attained - whether she has worked or is working as a Nurse's aide or candy striper and, if so, the extent of her abilities.
2. The program is explained in detail.
   a. Student is shown basic hospital equipment.
   b. Reference texts and mimeographed material that is relevant to the program and uses of the reading material are explained.
3. Good personal appearance and hygiene are stressed as requirements for Nurse's aide work. Attitudes and the need for good attendance are emphasized. The student's obligation to the patient and as a member of the nursing team is discussed.
4. Determine the student's objective.
   a. Curiosity.
   b. Interest in the program.
   c. Securing a job.
   d. Stepping stone to higher goals.

Students who have reading problems are referred to the remedial reading department. These students require much more individual attention.

Nursing procedures are explained and demonstrated by the instructor, then each student does the procedure. Close observation by the instructor at all times is essential.

Shy and inhibited students have communication problems. Discussions with these students are carried on that encourage them to express their feelings and attitudes toward Nursing. Every attempt is made to develop positive attitudes and work habits with these and other students.

Praise and recognition of accomplishments often result in improved performance and attendance.

Students with personal problems and poor attendance often respond to helpful individual attention.

Students who have demonstrated the necessary skills and self-confidence are taken to the hospital for practical experience under the instructor's supervision. This practical experience results in improved skills, work habits, self-confidence, attendance and personal habits.

A cooperative program with the University of Minnesota hospitals has recently been initiated whereby students receive theory and basic skills in the classroom and when they are ready to do patient care they are employed on a part-time basis at the Hospital until they have completed the course.

In procedures where it is possible, students volunteer to act as patients. This gives the student doing the procedure the experience of working with a patient and the acting patient is able to judge the student's performance from the patient's viewpoint.

When absence occurs the student is encouraged to call in because this is expected of them when working. It is explained to the student that regular attendance is the quickest way to complete the course and be recommended for a job. The instructor's personal interest is a basic factor in encouraging regular attendance in class. When a student misses learning a procedure due to absence, the work is made up at the earliest

possible time convenient for both student and instructor.

Students enter the class every week or when there is an opening. After the personal orientation the student begins with the procedure then being taught and continues until she completes the course.

A student who has learned certain procedures is given the opportunity to be a teacher's aide in helping a new student. This experience bolsters the student's morale; she becomes more attentive in class, displays more self-confidence, and experiences a feeling of accomplishment. This method also gives the instructor the opportunity to work with other students who need help.

Frequently new students who have had some work experience as a Nurse's aide, express a desire to improve themselves. Those who have this desire and the potential for success are encouraged to go beyond Nurse's aide into Practical or Registered Nursing or other medical fields. These students are referred to schools where they can further their education in Nursing as they desire.

Students are encouraged to see their counselor for further help in acquiring any necessary related academic instruction. When a student has satisfactorily completed the course the work coordinator has the responsibility for helping the student with job placement.

Students in the Nursing Home who are just beginning the work have shown good attendance and are attentive in class. Their general attitude is good. They want to discuss problems that arise and learn how they should be handled. The same method of teaching is used here as in the classroom with the exception that patients are used for demonstrations instead of a manikin or another student. This necessitates learning to communicate with the patient. Recognition and praise given as the

student shows improvement in her work reduces apprehension.

A number of boys have been trained as orderlies. Some plan on becoming doctors. Other fields available are Physical Therapy, X-ray Technology, and Medical Technology.

A work accomplishment sheet is given to each student along with reading materials. The student checks off procedures observed and demonstrations completed. A large chart is kept in class so each student can tell what she has accomplished and what work remains to be done.

Films on Nursing are frequently shown followed by discussion periods. This discussion period brings varied opinions and responses. Each student views the Trainex film strips on nursing procedures when necessary to clear up points on procedures when she is in doubt. An overhead projector is used to illustrate the various body systems, and other procedures not already covered. Oral quiz sessions and discussion periods stimulate the student's interest and learning. They look forward to and enjoy these sessions very much.

INSTRUCTIONAL TOPICS

A. Orientation to nursing

1. Becoming a member of the nursing team
2. Personal health and grooming
3. Job opportunities and requirements
4. Regulations and safe work practices

B. Basic nurse's aide procedures

1. Handwashing techniques
2. Hospital equipment
   a. Identification
   b. Care and maintenance
   c. Clean and sterilize
3. Cleaning procedures
   a. Patient's unit
   b. Utility room
4. Making beds
5. Admit and discharge patients
6. A.M. care - P.M. care
   a. Care of teeth and mouth
7. Bathing procedures
   a. Give a bed bath
   b. Assist with bath or shower
   c. Give aveno bath
   d. Give a sponge bath
   e. Give a bed shampoo
8. Fill and apply hot water bottle or ice cap

9. Mealtime procedures

    a. Kinds of diets

    b. Caring for patient at mealtime

    c. Serve and feed a helpless patient

    d. Pass drinking water and serve refreshments

10. Thermometers

    a. Kind of thermometers

    b. Read thermometer

    c. Clean thermometer

    d. Take oral temperature

    e. Take rectal temperature

    f. Take axilla temperature

11. Count pulse and respiration

12. Toilet procedures

    a. Give and remove bed pan and urinal

    b. Measure liquid intake and output

    c. Insert rectal suppository

    d. Give a cleansing enema

    e. Give a retention enema

    f. Give a fleet enema

13. Moving patients

    a. Into wheelchair and back to bed

    b. Onto cart and back to bed

14. Care for patients' religious needs

15. Post mortem care

16. Isolation techniques

17. Patient skin care

    a. Basic skin treatment

    b. Prevent and treat decubitus

    c. Give back rub

18. Blood pressure

    a. Causes and implications of variations in blood pressure

    b. Take blood pressure

        (1) method

        (2) equipment

19. Test for diabetes

    a. Diagnostic tests

        (1) blood sugar

        (2) urine sugar

        (3) glucose tolerance

    b. Cause and symptoms

    c. Care and treatment

        (1) diet

        (2) medication

C. First aid

    1. Commom emergencies

    2. External wounds

    3. Recognizing special wounds

    4. Cause and treatment of shock

    5. Poisons and their antidotes

    6. Preventing poisoning

    7. Kinds and degrees of burns

    8. Communicable diseases

SELECTED ANNOTATED BIBLIOGRAPHY

BOOKS

Cherescuvick, Gertrude D., R.N., B.S. M.S., A Textbook for Nursing Assistants. St. Louis: The C.V. Mosby Company, 1964.

This book has excellent diagrams and illustrations in nursing procedures. Used as a reference book.

Isler, Charlotte, R.N., The Nurse's Aide in the Hospital. New York: Springer Publishing Company, Inc., 1968.

A useful book as reference for students planning to work in hospitals.

Knoedler, Evelyn L., The Nurse Assistant. Albany: Delmar Publishers Inc., 1958.

This book contains many drawings and sketchings of nursing procedures. It is a good text book for students. It is well written and easy to read.

Prece, Alice L., R.N., M.A., The Art, Science, and Spirit of Nursing. Philadelphia: W.B. Saunders Company, 1965.

This book has pictures of nursing procedures and more detailed material. It is useful as a teacher's reference.

Students are encouraged to use and read books as reference material, also to understand other authors' viewpoints on how procedures may be done.

PERIODICALS

American Journal of Nursing. American Journal of Nursing Company, 10 Columbus Circle, New York, N.Y., 10019.

The official publication of the American Nurses Association.

Today's Health. Today's Health Inc., 535 North Dearborn St., Chicago, Illinois, 60610.

A publication of the American Medical Association.

AUDIO-VISUAL MATERIALS

Teacher produced materials: Mimeographed.

Lessons on pertinent material that is helpful for students to better understand the patient and his needs. These papers are prepared by the instructor and handed out to each student.

Filmstrips: Patient Care Series. Trainex Corporation. Garden Grove, California, 1966.

A series of five 35mm sound filmstrips. Topics discussed are: techniques of taking blood pressure, taking temperature, pulse and respiration, giving a cleansing enema, making an occupied bed, and giving a bath. Students view and listen to this material on their own.

Printed Materials: Basic Nursing Skills Part I & II. Minnesota Mining and Manufacturing Company, St. Paul, Minnesota.

These sets of printed originals depict common nursing skills. Many were duplicated for handout sheets and selected ones were made up as transparencies for use with an overhead projector.

Films: 16mm sound. Minnesota State Health Department, University of Minnesota, Minneapolis.

Films loaned by the University, on patient care, hospital types, how to care for stroke patients, nursing home care, causes of heart disease, caring for and understanding diabetes. These films are helpful in explaining and showing students good attitudes towards patients and their work. Understanding symptoms and treatment of various diseases helps them when caring for patients.

Transparencies: Fundamental Nursing Principles. J.B. Lippincott, East Washington Square, Philadelphia, Penn., 19105.

A series of multi-overlay, colored transparencies for the overhead projector. All units of nursing care are brought in with a teachers manual for each unit.

APPENDIX A

BRIEF DESCRIPTIONS OF WORK OPPORTUNITY CENTER INSTRUCTIONAL AREAS

BUSINESS EDUCATION

Instruction is offered in typing, filing, bookkeeping, record keeping, and in the use of small calculators, key punch machines, and office duplicating equipment. All instruction is based on current business practice. There are many positions open to students who complete this training. Included are jobs as typists, file clerks, receptionists, and key punch operators.

COMMUNICATIONS (related)

Students work individually at improving their oral language usage, writing skills and study habits. A wide variety of printed materials, audio-visual equipment and materials, and the use of individual study carrels facilitate student progress. Work may be directed toward transfer credit, GED test preparation, or job related skills.

CREATIVE ART

Students work independently. Individual instruction is provided with a wide variety of materials and equipment. The goal is the development of confidence in the areas of decision making, self-expression, and evaluation in art and everyday life. Within this framework, a student may study in depth or he may explore several areas.

DRAFTING (related)

Students taking this course learn the basic elements of drafting. The instructor cooperates closely with the teachers and students in the machine tool operation and electricity and electronics areas in order to teach the drafting and blueprint reading related to these specialized occupations. There are many positions open to machine draftsmen. The skills involved are also basic to a variety of related jobs. Qualified students are referred to area vocational schools, technical schools, or apprenticeship programs for further training.

DRY CLEANING

Students in this area are instructed in all phases of operation of a modern dry cleaning plant. They are encouraged to specialize if they express a desire to do so. Instruction in marking, invoicing, and customer service is handled by the marketing and merchandising teacher. Students can learn basic tailoring and garment repair in the sewing section of the homemaking area. Persons possessing these skills are in great demand in the Minneapolis, St. Paul area.

ELECTRICITY AND ELECTRONICS

This course provides instruction in the fundamental principles of electricity and electronics. Topics include codes, laws, terms, and techniques common to this field. Modern testing equipment is used to diagnose and locate problems in radio and television receivers in order to complete necessary adjustments or repairs. With the present rapid expansion of this field, persons with basic knowledge and skills have little difficulty finding positions in production, service and repair or in advanced training programs.

FOOD PREPARATION AND SERVICE

Students in this area are instructed in the preparation and serving of soups and sauces, vegetables, meats, desserts, and breads. They also gain experience in selecting, ordering, receiving, and storing foods. Instruction is given in proper methods of setting tables and serving customers for those interested in this phase of the industry. Students completing this course are qualified to work in one or more of the following positions: salad worker, short order cook, cooks helper, kitchen worker, bakers helper, and waitress or waiter.

HOMEMAKING (clothing and interior decorating)

Students in this course receive instruction and practical experience in the areas of sewing, garment selection, and home and money management. Other units include interior decorating and related crafts. A special unit in basic tailoring is available for men that are learning dry cleaning. Students may use these skills in their own homes or as a basis for a variety of related occupations.

HOMEMAKING (personal improvement and foods)

Students taking this course work independently in the following areas: personality development, health improvement, foods, and marriage and family living. Topics covered within these areas include proper diet, exercise, grooming, wardrobe care and planning, visual poise, home food preparation, infant care, etc. Young men or women may select one or more parts of this program according to their interests or needs.

MACHINE TOOL OPERATION

Training in machine tool operation stresses the development of skills through practical experiences. Instruction is also provided in related topics. Machines used include the drill press, engine lathe, bench grinder, surface grinder, cutoff saw, and vertical and horizontal milling machines. Students completing this training are qualified for a variety of entry level positions in machine shops.

MARKETING AND MERCHANDISING (retail sales)

Emphasis in this course is placed on retail sales. Theoretical and practical instruction is provided in clerical skills, duties of salespersons, the selling process, and human relations. Review and practice in mathematics and communications is arranged when necessary. Two specialized areas included are cashier-checker and dry cleaning counter girl training. Many full and part-time positions are available to students possessing skills in the field of retail sales.

MATHEMATICS (related)

Instruction is provided on an individual basis for students who desire mathematics related to their technical interests. Work in this area may also be directed toward a high school diploma or the GED certificate. A stimulating variety of materials and methods are used to present theory and practical application.

NURSES AIDE AND HOSPITAL ORDERLY

Students taking this course are instructed in the knowledge and skills necessary for working as aides or orderlies in hospitals and nursing homes. Six to twelve hours a week are spent caring for patients in hospitals or residents in nursing homes. This experience is also valuable to students in home situations.

OFFSET PRINTING

This course provides training in offset printing and related darkroom procedures. Instructional units include composition and layout, process camera operation, stripping, plate making, small press, and finishing operations. Minnesota ranks very high nationally in the number of workers employed in the graphic arts industry. Students completing this course find many entry level positions open to them.

READING (remedial and developmental)

The specific nature of each student's reading problem is diagnosed. A program for remediation or improvement is designed by the instructor and student. A variety of equipment and material is used, ranging from that suitable for very disabled readers to that useful with students reading at the college level. An effort is made to relate classroom experiences to the technical area in which the student is enrolled. Emphasis is placed upon individual contact, with each student given continuing encouragement in his efforts to improve.

SERVICE STATION ATTENDANT and LIGHT AUTOMOTIVE MAINTENANCE

Training in this area is carried on in a WOC operated service station that is open to the public. Instruction is provided in driveway sales, lubrication, engine tune-up, brake work, and other repair and maintenance tasks short of major overhaul or body work. Students may receive related instruction in mathematics, sales, accounting, communications, etc. at the Center in addition to the related units taught at the station.

SMALL ENGINE MAINTENANCE and REPAIR

Persons enrolled in this course work independently on a variety of WOC, student, and customer owned two and four cycle gasoline engines. Instructional units in servicing, adjustment, repair, and overhaul are included. Students seeking employment in this field or those having to operate small gasoline engine powered equipment benefit greatly from this instruction.

SOCIAL COMMUNICATIONS (related)

Student interests and needs are given primary attention. The course offerings include independent study in psychology, government, labor unions, human relations, etc. A large number of references and audio-visual aids are available for student use. Instruction is presented on an individual basis as well as in small discussion groups.

APPENDIX B

TECHNIQUES, MATERIALS, AND MOTIVATIONAL DEVICES

Techniques, materials, and motivational devices that have been selectively utilized by Work Opportunity Center staff are listed below.

TECHNIQUES

1. Teacher-student talks. Teachers endeavor to determine where a student is, achievement-wise, and work with him from that point.

2. Subject matter content is divided into short instructional units, one-half to two or three hours in length.

3. Students are praised for completing a task or short unit. They may receive awards of merit for completing groups of units three or four weeks in length.

4. Students are often allowed to make their own choice as to what materials they will read or study.

5. Work and a record of progress is frequently kept up to date by the student. Self-evaluation - kept in individual student folders.

6. Teachers encourage students to move on to successively difficult tasks when success has been achieved on easier ones.

7. Open door policy - a student may come in anytime either to work or ask a question. Students are, however, encouraged to attend classes as they are scheduled.

8. Frequent, well organized field trips. Students decide where to go and what to look for.

9. Students are asked to make written comment on what they read - little correction - emphasis is placed on ideas and expression, not on grammar, spelling, etc. - teacher learns from and about student.

10. Compliments received concerning performance, attitude, etc. are shared with the student or students involved.

11. Good attendance is encouraged - emphasis is placed on days attended, not days missed.

12. Students keep own attendance by signing in and out of class.

13. Students are occasionally given blocks of work and allowed to progress as fast as possible.

14. Students are urged to call in when they are going to be absent. If a student doesn't call, the instructor or outreach worker calls the student. The emphasis is on better attendance, not excuses.

15. Classroom atmosphere is informal, relaxed, conducive to self-expression. Adverse competition is all but eliminated.

16. Student participation in planning the next day's work increases attendance.

17. Success is increased greatly when class size is kept small. This permits more individual attention, closer supervision, and programs of instruction tailored to individual needs and rates of learning.

18. Teachers notify intake personnel when they feel their class is full. The class size varies with the amount of individual attention each student needs. When the teacher can work with more students they are assigned.

19. Incoming students are given a brief test to determine reading level. Instructors are made aware of each student's reading ability. Students may also be programmed into a remedial or developmental reading situation.

20. Student and teacher work out the fine points of scheduling - agree on short and long-term goals.

21. The programming of students and jobs through the shop is done in the manner followed in industry.

22. Length of class periods and courses are flexible - depends on student proficiency and attitude.

23. Each individual is accepted as worthy regardless of personal appearance, manner of dress, or personality characteristics that may seem negative.

24. The use of advanced students to assist in the instruction of newer students has positive effects on both.

25. Instructors endeavor to establish a "helping" relationship..."I am going to help you get ready for this job." This approach emphasizes "partnership" in learning.

26. Every effort is made to get the students "doing" as soon as possible.

27. Two or more training areas may cooperate in teaching several phases of a course, e.g. Dry Cleaning - Marketing and Merchandising - Homemaking (sewing).

28. Lecturing, preaching, bossing, or threatening by the instructor is avoided.

29. Students are allowed to clean and press their own clothes or those of their family. They become much more critical of their work in these cases.

30. Homework is not assigned unless a student expresses a desire for it.

31. Most technical areas require very little reading or written work. Emphasis is placed on performance.

32. New students enter the program every week.

33. An intensive two-day orientation program is designed to made students feel comfortable in a new setting.

34. Students in the food preparation area plan a menu for the week and then prepare all of the food. Cafeteria-classroom is open to the public.

35. When a student exhibits greater than average interest in an area or department he is encouraged to specialize.

36. Regular office desks and equipment are used in Business Education. Room is arranged like an office.

37. Students are encouraged to accept their peers.

38. Students are asked to underline words or phrases in paperbacks or magazines. The instructor and student then go over these together.

39. The Marketing and Merchandising area is organized like a retail store using regular store equipment.

40. Students are never told that they are not capable of certain things. They are expected to perform. When necessary, realistic alternatives are presented.

41. Dry Cleaning - the use of student planned weekly "Specials", e.g. two skirts for the price of one. This enables students to polish their skills on selected kinds of garments.

42. Instructors avoid negative or emotional reactions.

43. Kindness is shown toward students. They are cared about. Emphasis is on the positive.

44. Instruction is personalized. Students' pictures or portraits (pencil sketches) are posted. Student dress is admired and commented favorably upon if it is in good taste.

45. Students are encouraged to get more education and training.

46. Tape recorders are used to improve oral language usage.

47. Students are shown a process, then allowed to try it themselves. If necessary, they are shown again. They are much more receptive the second time.

48. A manikin is used for student demonstration work in nurses aide classroom.

49. Nurses Aide students receive practical experience in a hospital or nursing home under the supervision of the instructor. They are encouraged to develop their own techniques in handling patient problems.

50. Overhead projectors are used for small group presentations.

51. In creative art demonstrations and/or experiments are carried out by a student or the instructor. This has the effect of motivating other students to try their hand at another art-form.

52. Tests, when used, show a student what he has learned. They are not used to determine grades. Grades are not given.

53. Marketing and Merchandising students learn about qualities of cashiers by going to stores and rating the cashier that waits on them.

54. An attempt is made to have each student learn something new each day.

55. Individual work station tool panels aid shop efficiency and have reduced loss of tools.

56. Student comments or criticisms are accepted with the idea of improving content, techniques, etc.

57. Emphasis is placed upon learning concepts through experiences rather than reading about them.

58. High quality work is encouraged and expected rather than just enough to "get by".

59. Entry and subsequent tests in Business Education are used to show the student what gains he has made.

MATERIALS

1. Short, instructor-produced, materials have been developed on a variety of topics.

2. Pamphlets and paperbacks are used extensively in several areas.

3. Selected materials in related subjects are directed toward the student's vocational interest area.

4. Several newspapers and a large selection of current magazines are used in Reading, Communications, Homemaking, and Social Communications.

5. An individual study sequence in psychology is used in Social Communications that helps promote self-understanding.

6. A series of questions, the answers to which can be found in current magazines, pamphlets, almanacs, atlases or filmstrips.

7. Students select and study materials with large print more often than those with small print.

8. Government Printing Office publications are used in nearly all areas.

9. Language lessons are used that employ local examples and student written sentences.

10. Trade and industrial publications are used in the technical and related areas.

11. No single textbooks are used. Reference materials are available that vary in difficulty and emphasis to accommodate student's ability and interest.

12. A series of retail sales language lessons were developed using Marketing and Merchandising materials.

13. Series of polaroid pictures are mounted and used to show the steps in various processes.

14. Programmed materials are used in several areas. They are supported by individual discussions and problem solving sessions.

15. A card game designed by the students and instructor is used to help students learn capitalization skills.

16. Programmed texts are used in a few areas to polish basic skills.

17. Sound filmstrips used in several areas with projectors that are designed for viewing by one to three persons. These are student operated.

18. Students in two areas are learning new words through the use of a modified tape recording machine utilizing cards with a strip of magnetic tape attached.

19. Films, filmstrips, and sets of slides produced by industry are available for loan or purchase - several areas use them.

20. Teacher produced manuals are used for training checker-cashiers and dry cleaning counter girls.

21. A few games are used in mathematics. The structure and strategy of games provide entry into a wide range of mathematical concepts.

22. Pre-recorded vocabulary tapes are used by students who need work on pronunciation.

23. Industry-produced charts and posters are used by several instructors.

24. Samples or portions of garments are made up showing steps and/or techniques of clothing construction. These are displayed on a series of flip charts.

25. Selected printing jobs are accepted from within the school district if they can be fitted into the training schedule.

26. Students browse and select books on art. They are encouraged to take these home for reading. If the book is a paperback they may keep it.

27. Glaze charts for the four kinds of clay used in art have been presented in four different ways -- mosaic, windchime, freeform mosaic, and relief. These charts, while primarily informative, have also had a motivating effect on students.

MOTIVATIONAL DEVICES

1. Art Shows - Several Art Shows have been set up at W.O.C. and at other places around the city. Work that is on display is also for sale. Most students find greater reward in the fact that people actually liked their work well enough to buy it -- money received seems to be secondary.

2. Coupons - Students receive a coupon worth ten cents for each class they attend. Coupons may be redeemed for lunches, dry cleaning, or automotive service. This system is very popular with the students. It generates several positive effects within our program in addition to providing immediate reinforcement of attendance.

3. Student Projects - Student owned engines, radios, etc. and private non-school equipment are worked on with much more enthusiasm than school training equipment.

4. Polaroid Camera - Pictures are taken of the student at the beginning of a sewing project, as it progresses, and at its completion. These pictures along with samples of the material and different details are mounted on an accordion-pleated story board. Students stop frequently to look at their progress and the progress of others. They also get great pleasure out of bringing in their friends to show them what they have accomplished.

5. Short Term Assignments - Short term assignments have been found to be one of the better motivational devices. A student is more likely to start and work on an assignment if he can see the end.

6. Checklist - A checklist of assignments, worksheets, projects, meetings, and activities is maintained in several areas. As each student in the class completes an activity, a checkmark is put in the proper square.

7. Successful Student Display - A large bulletin board upon which is displayed a close-up snapshot of each student who has gained clerical employment after having attended the Work Opportunity Center and has taken business training. A caption under the picture simply lists the student's name, place of employment, and type of work being performed. Some are depicted by two photos in a "before" and "after" arrangement. Prospective and beginning business students seem highly motivated by this display as they see the success being enjoyed by those pictured.

8. Time Clock - Most small engines students become hourly employees. A time clock was introduced as a training device. Use of this clock has motivated students toward better attendance. It has also simplified record keeping and provides a quick, line of sight reference showing who is in the shop. A time clock is also used in the marketing and merchandising classroom as it would be used in a place of business. Each student "punches" in or out for class as they would on a job. A student is assigned a rate per hour and calculates his earnings. Problems in determining deductions are also used. As a student progresses, his salary rate goes up.

9. Awards of Merit - An award of merit certificate is used in many areas of the Work Opportunity Center. The awards are earned by students for attending various series of classes and for completing certain tasks and assignments. For many students this may be the first such recognition they have received.

10. Insignia - Food Preparation is divided into five levels of accomplishment. Sleeve stripes are awarded to students for performance and attendance in various levels, and also inform the public of the student's position in the kitchen. Students attend and perform to be promoted from one level to another. Promotion is based on agreement of the instructor and the student department head and voted on by the entire kitchen staff.

11. Path to Charm - On "The Path To Charm" certificate, students plot their course with various colored stars as they complete units in personal improvement. Pictures taken with the Polaroid camera are inserted behind a felt paper frame on the certificate. These add recognition and a personal touch which the students need so desperately. Replacement pictures are taken and framed as the girls progress.

12. Books Expendable - This is a program which makes a variety of paperback books freely available to students. Several hundred volumes are on display, in bookstore-type wire racks, in the Reading Center. Students have complete freedom of choice in selection and are not required to seek permission before withdrawing a book. They are, however, encouraged to return the book when they have finished with it and to "swap" it for another. New titles are added each month to keep the collection up-to-date and to stimulate interest.

13. Written Contract System - Students enter into a written contract with counselors, teacher and others concerned. It "binds" both the student and the staff. He agrees to attend for a specific number of class hours, a specific number of days per week with the contract written for a relatively short period of time, depending on the resources of the student.

14. Point System - Because high school credit is important to many of our students, a point system is in effect in most areas of W.O.C. This system helps provide continuing reinforcement and facilitates record keeping and evaluation. One point is the equivalent of approximately one hour of work. Eighty points equals one credit. Fractional credit may also be recommended. This system complements the W.O.C. program.

15. Chart of Learning Units - A chart is on display in the business room depicting the various courses being offered. These courses are subdivided into fractional parts or learning units. The unique feature of the chart is in the visual subdividing. It is greatly simplified so that the student is not threatened by a feeling of insurmountable course work. Credit or check off is made early and quickly after the completion of the most rudimentary tasks. This is recorded on the business student's record card. As the student progresses through the learning units, credit and check off is given at specific junctures.

16. Field Trips - Art students have taken field trips to art museums, galleries, studios, exhibits, and theatres. Hikes and/or sketching trips have been taken to a dancing studio, the river, the downtown area, and the zoo. These trips are popular with the students and are always well attended.

17. Consultations - Individual and group consultations with students help eliminate grievances, improve attitudes, improve attendance, and make the students feel important. They also help instructors determine student needs, desires, etc. and make possible better referrals to other departments.

18. Re-Organization of Service Station - Peg board storage for tools - shelving for oil, etc. - rearranging of impulse sales items, painting back room and office, complete change of salesroom and office area. Helped establish a proprietory attitude in students - it's "our" or "my" station now.

19. Uniforms - An adequate supply of uniforms is maintained at all times at the Service Station and in the Cafeteria. This not only provides clean uniforms at all times, but has also been a definite, motivating factor in these areas.

20. Machine Parts - Students in the machine shop, on occasion, make parts for and rebuild machines that are no longer operable or are inaccurate to the point that they are of little value. This has been an excellent motivational device. A student can actually see the part that he produced functioning as a part of the machine.

21. Unstructured Time - Students are invited into the sewing room to work on an interior decorating oriented craft. A variety of simple projects have been completed. Each student keeps his project. A number of students who previously had little or no contact with each other have worked together in an atmosphere of friendliness and cooperation. These sessions are unscheduled, but generally take place once every four to six weeks.

APPENDIX C

CASE STUDIES

The following pages contain several brief "case studies". Student comments or reactions were taken from follow-up questionnaires.

To acquaint the reader in a more personal way with these graduates, a series of brief vignettes are presented below.

Case 1. Girl, 17½ years, high school senior. Proved herself to be an outstanding person. Entered with minimal skills but learned quickly with little need for repetition. Had excellent attendance, showed deep interest in her work, liked her patients and had very good rapport with them. WOC placed her on job which she says has proved very satisfying. She has advanced to larger responsibilities in a nursing home and has earned credits toward a diploma. Now wants to continue her advancement into LPN or RN training. Liked the WOC faculty, she says, "because they wanted to help me learn and make something of my life." Says all schools should be run that way. She sees a bright and happy future for herself and says WOC had been very helpful toward becoming the kind of person she wanted to be.

Case 2. 18 year old girl, 10th grade dropout, no longer attends school anywhere, plans to take GED exam. Came with very minimal skills, some interest and some confidence for success. Did not apply knowledge readily. Slow in learning procedures but

put forth much effort to learn. Often was discouraged. She was under medication much of the time and tired easily - this affected her rate of learning. Spent 98 hours in training. She finished the course work and appeared to want hospital work. Got job in nursing home but received only little satisfaction from it and left after 3 days. Feels WOC training was only of a little value to her. Has no further career plans but desires more education somewhere. Says her future appears very uncertain and discouraging. Further outreach contacts have been made and coordinators are screening several prospective positions for her. Her purpose in coming to WOC was to "see the different aspects of jobs" and felt WOC was a "little help" in this. She stated her like for the way WOC teachers were really concerned about their students. Prospects for passing GED appear good.

Case 3. 17 year old girl, 11th grade, returned to city high school. Entered WOC after dropping out of the 10th grade. Earned total of 8 credits (including English and Math at WOC). Spent 179 hours in nurse's aide training, displayed initiative, ambition, and quality performance. Achieved above average and left the program with a very satisfactory level of performance skills and technical knowledge for the occupation. Developed good relationships with patients. Liked her work and desires to advance in the nursing field as LPN or RN. Assisted to return to a regular high school. An exceptional student. She said "very, very satisfied" with the full-time

position WOC placed her on for the summer and feels her training was very worthwhile. Right now she feels graduating is her most important objective and the future is encouraging. She says "all WOC teachers were really nice and they understood you", and that it was "most helpful" in earning credits, learning job skills, and solving personal problems. She rated the Center as "helpful" in getting a job and improving math and reading skills.

Case 4. 18½ year old girl. Earned 9 credits at WOC in English, Math, Reading, and Nurse's Aide Training. Recommended for high school diploma and subsequently received it from outer-city school. Her primary goal was credits for the diploma. Not overly enthusiastic for nurse's aide work in class. Became interested, however, in going on to LPN training in an area vocational school. Spent 72 hours in training here, put forth reasonable effort, did the required work, achieved about average, and left with knowledge and skills for satisfactory performance in the occupation. Exhibited nursing potential and was placed in an LPN program. In follow-up questionnaire said WOC was very, very helpful in planning for the future, in earning credits, improving math and reading skills, and solving personal problems. Said also that job training and placement services were "helpful". Had high praise for counselor. Now working full-time (assembly work), says WOC was helpful in getting the job, and hopes to save money to continue LPN course next year. Feels her WOC efforts were

valuable and among all of her school experiences WOC was most worthwhile in giving her and others a chance to prove themselves.

Case 5. 17 year old minority girl (American Indian). An inner city youth who came from a broken home. Dropped out after the ninth grade because she hated school. Was continually absent and tardy. Her primary purpose in coming to WOC was to learn job skills. Placed on 3-day a week program. Attendance was good. Entered with low level skills, spent 49 hours training, and left with above average achievement. Personality completely different from previous school reports. A good student, regarded her school habits as work habits and was usually on time. Had good rapport with her patients. Became more friendly and talkative as she progressed. Now working at nursing home which reports very good work - they are well pleased. Rated above average to high on most personality ratings. She says WOC got her a job in which she is very satisfied, and feels the training has proven most valuable. She feels the time spent was very worthwhile and that her future appears "bright and happy." She commented that she wishes to thank WOC and all the teachers who were really great to her. She also said that WOC also helped her think about the future. She plans to continue working at the nursing home "because there is so much to learn and I like it very much."